Story Title: Dear Mrs. LaRue

Word Families and Definitions for Steps 1 - 2 - 3

STEP 1- Key Words
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

- wise - having the ability to judge the best course of action; judicious; prudent
- desperate - having lost hope
- endured - survived or put up with

STEP 2- Target Words
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

For wise:
- prudent - wise in handling situations; careful in providing for the future
- judicious - having good or discriminating judgment; wise, sensible, or well-advised

For desperate:
- hopeless - having no expectation of success
- despondent - very sad and without hope

For endured:
- suffered - to have experienced something unpleasant
- undergone - to have experienced or endured something

STEP 3- Target Words
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

For wise:
- sage - wise, judicious, or prudent; sage advice
- sensible - having, using, or showing good sense or sound judgment

For desperate:
- forlorn - nearly hopeless
- despairing - having lost all hope or confidence

For endured:
- sustained - to have dealt with or experienced something unpleasant
- tolerated - to have put up with

Teacher Questions for Steps 1 - 2 - 3

STEP 1 - Questions
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 427) SENTENCE with Key Word:
I know what Dr. Wilfrey says, but is it really wise to take risks with one's health?

Questions:
1. What does the word wise mean in this sentence?
2. How does the word wise contribute toward the overall meaning of this story so far?

Definition for Questions 1 - 2:
wise - having the ability to judge the best course of action; judicious; prudent
(Pg 428) **SENTENCE with Key Word:**
Such is the life of a **desperate** outlaw.

**Questions:**
1. What does the word **desperate** mean in this sentence?
2. How does the word **desperate** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**
*desperate* - having lost hope

(Pg 431) **SENTENCE with Key Word:**
You would scarcely believe the misery I've **endured**.

**Questions:**
1. What does the word **endured** mean in this sentence?
2. How does the word **endured** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**
*endured* - survived or put up with

**STEP 2 - Questions (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)**

(Pg 427) **THREE-SENTENCE BLOCK With Key Word: wise:**
(For reference- NOT to be re-read)

Still, I'm a little surprised that you didn't come get me. I know what Dr. Wilfrey says, but is it really **wise** to take risks with one's health? I could have a relapse, you know.

**FIRST TARGET WORD SUBSTITUTED and Questions:**
Still, I'm a little surprised that you didn't come get me. I know what Dr. Wilfrey says, but is it really **prudent** to take risks with one's health? I could have a relapse, you know.

**Questions:**
1. What does the word **prudent** mean in this sentence?
2. If the author had chosen **prudent**, how would the word **prudent** contribute toward the overall meaning of this story?
3. Explain whether using the word **prudent** instead of **wise** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**
*wise* - having the ability to judge the best course of action; **judicious**; **prudent**
*prudent* - wise in handling situations; careful in providing for the future

**SECOND TARGET WORD SUBSTITUTED and Questions:**
Still, I'm a little surprised that you didn't come get me. I know what Dr. Wilfrey says, but is it really **judicious** to take risks with one's health? I could have a relapse, you know.

**Questions:**
1. What does the word **judicious** mean in this sentence?
2. If the author had chosen **judicious**, how would the word **judicious** contribute toward the overall meaning of this story?
3. Explain whether using the word **judicious** instead of **prudent** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**
*prudent* - wise in handling situations; careful in providing for the future
*judicious* - having good or discriminating judgment; wise, sensible, or well-advised
THREE-SENTENCE BLOCK With Key Word: desperate (For reference- NOT to be re-read)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a desperate outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a hopeless outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

Questions:
1. What does the word hopeless mean in this sentence?
2. If the author had chosen hopeless, how would the word hopeless contribute toward the overall meaning of this story?
3. Explain whether using the word hopeless instead of desperate changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
desperate - having lost hope
hopeless - having no expectation of success

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a despondent outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

Questions:
1. What does the word despondent mean in this sentence?
2. If the author had chosen despondent, how would the word despondent contribute toward the overall meaning of this story?
3. Explain whether using the word despondent instead of hopeless changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
hopeless - having no expectation of success
despondent - very sad and without hope

THREE-SENTENCE BLOCK With Key Word: endured (For reference- NOT to be re-read)
The world is a hard and cruel place for a "stray" dog.
You would scarcely believe the misery I've endured.
So I have decided to return home.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The world is a hard and cruel place for a "stray" dog.
You would scarcely believe the misery I've suffered.
So I have decided to return home.

Questions:
1. What does the word suffered mean in this sentence?
2. If the author had chosen suffered, how would the word suffered contribute toward the overall meaning of this story?
3. Explain whether using the word suffered instead of endured changes the meaning of the sentence or story.
Dear Mrs. LaRue (Unit 4)

N. Romance, FAU IES Project

Definitions for Questions 1 - 2 - 3:
- survived or put up with
- to have experienced something unpleasant

SECOND TARGET WORD SUBSTITUTED and Questions:  (Read by students with substitution)

The world is a hard and cruel place for a "stray" dog.
You would scarcely believe the misery I've undergone.
So I have decided to return home.

Questions:
1. What does the word undergone mean in this sentence?
2. If the author had chosen undergone, how does the word undergone contribute toward the overall meaning of this story?
3. Explain whether using the word undergone instead of suffered changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- to have experienced something unpleasant
- to have experienced or endured something

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 427) THREE-SENTENCE BLOCK With Key Word: wise  (For reference - NOT to be re-read)
Still, I'm a little surprised that you didn't come get me.
I know what Dr. Wilfre says, but is it really wise to take risks with one's health?
I could have a relapse, you know.

FIRST TARGET WORD SUBSTITUTED and Questions:  (Read by students with substitution)
Still, I'm a little surprised that you didn't come get me.
I know what Dr. Wilfre says, but is it really sage to take risks with one's health?
I could have a relapse, you know.

Questions:
1. What does the word sage mean in this sentence?
2. If the author had chosen sage, how would the word sage contribute toward the overall meaning of this story?
3. Explain whether using the word sage instead of judicious changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:  (For teacher reference only)
- having good or discriminating judgment; wise, sensible, or well-advised
- wise, judicious, or prudent: sage advice

SECOND TARGET WORD SUBSTITUTED and Questions:  (Read by students with substitution)
Still, I'm a little surprised that you didn't come get me.
I know what Dr. Wilfre says, but is it really sensible to take risks with one's health?
I could have a relapse, you know.

Questions:
1. What does the word sensible mean in this sentence?
2. If the author had chosen sensible, how would the word sensible contribute toward the overall meaning of this story?
3. Explain whether using the word sensible instead of sage changes the meaning of the sentence or story.

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Dear Mrs. LaRue (Unit 4)

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Definitions for Questions 1 - 2 - 3: (For teacher reference only)
sage - wise, judicious, or prudent: sage advice
sensible - having, using, or showing good sense or sound judgment

THREE-SENTENCE BLOCK With Key Word: common-sense (For reference- NOT to be re-read)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a desperate outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a forlorn outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

Questions:
1. What does the word forlorn mean in this sentence?
2. If the author had chosen forlorn, how would the word forlorn contribute toward the overall meaning of this story?
3. Explain whether using the word forlorn instead of despondent changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
despondent - very sad and without hope
forlorn - nearly hopeless

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
From now on I'll wander from town to town without a home-- or even any dog food, most likely.
Such is the life of a despairing outlaw.
I will try to write to you from time to time as I carry on with my life of hardship and danger.

Questions:
1. What does the word despairing mean in this sentence?
2. If the author had chosen despairing, how would the word despairing contribute toward the overall meaning of this story?
3. Explain whether using the word despairing instead of forlorn changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
despondent - very sad and without hope
forlorn - nearly hopeless
despairing - having lost all hope or confidence

THREE-SENTENCE BLOCK With Key Word: endured (For reference - NOT to be re-read)
The world is a hard and cruel place for a "stray" dog.
You would scarcely believe the misery I've endured.
So I have decided to return home.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The world is a hard and cruel place for a "stray" dog.
You would scarcely believe the misery I've sustained.
So I have decided to return home.

Questions:
1. What does the word sustained mean in this sentence?
2. If the author had chosen sustained, how would the word sustained contribute toward the overall meaning of this story?
3. Explain whether using the word **sustained** instead of **undergone** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
- **undergone** - to have experienced or endured something
- **sustained** - to have dealt with or experienced something unpleasant

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

The world is a hard and cruel place for a "stray" dog. You would scarcely believe the misery I've **tolerated**. So I have decided to return home.

**Questions:**
1. What does the word **tolerated** mean in this sentence?
2. If the author had chosen **tolerated**, how would the word **tolerated** contribute toward the overall meaning of this story?
3. Explain whether using the word **tolerated** instead of **sustained** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
- **sustained** - to have dealt with or experienced something unpleasant
- **tolerated** - to have put up with

**Step 4 - Expansion Task Using Key and Target Words:**

**Variation 1:** Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

**Variation 2:** The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

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**General Implementation Notes**
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1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. (*Optional: Have students use Post-It™ notes to mark these pages in their text books as well.*)

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. *Suggestion:* Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. (Other approaches to Shared Reading may be employed to accomplish this same purpose.)

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper or board next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. *Note:* For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.

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6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new target words on the board or chart paper; however…

DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.

7. Correcting student errors: In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.

Teacher Notes